**Sixth Grade Math Lesson Plan**

**Unit 1 - Day 1-2**

**August 28th-29th**

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| **Unit Essential Question(s)** | **What are variables?**  **How can we generate equivalent expressions?** | | |
| **Bloom’s**  **DOK** | **Write (understand-2) and Evaluate (apply-3)**  **(DOK1)** | | |
| **Common Core Standard** | 6.EE.1: Write and evaluate numerical expressions involving whole-number exponents. | | |
| **Learning Target(s)**  “I can…” Statements | * I can explain the meaning of a number raised to a power. * I can write numerical expressions involving whole-number exponents. * I can evaluate numerical expressions involving whole-number exponents. | | |
| **Essential Vocabulary** | * Numerical expressions * Whole number exponents * Base * Standard, exponential, product, power | | |
| **Resources and Materials** | **Teacher** | | **Student** |
| **Lesson 1-3 Holt Book**  **Disc resources**  [**Alien exponent game**](http://www.ezschool.com/Games/Exponents.html) | | **Glencoe Books 1-4 for Practice** |
| **8 Mathematical Practices:** | | | |
| * 1. Make sense of problems and persevere in solving them. * 2. Reason abstractly * 4. Model with mathematics. | |  | |
| **Bell Ringer** | **Repeated multiplication warm-up.**  **Five minute check.**  **Basic Multiplication Facts** | | |
| **Activating Strategy**  (Opening Activity) | **Pose the question 2³, “Can you name any parts? Do you know what this means?”**  **Students Write, Pair, Share**  **Check home homework** | | |
| **Cognitive Teaching Strategies** | **Day One:**  **Introduce Performance Tasks.**  **Teacher Presentation as necessary depending on pre-assessment.**  **Real Life:**  **Problem solving pg. 15 and check verbally with students.**  **Life Science pg. 17 in triads, quads.**  **Independent Practice Holt pg. 20-21 students**  **Day Two:**  **Pg. 59-61 Practice** | | |
| **Summarizing Strategy**  (Closing Activity) | **Check for independent practice above.** | | |
| **Assessment** | | **Homework** | |
| **Day One:**  ***Ticket out the Door***  **Student will apply exponents to real life situations using Holt Example 3 pg. 15 HOLT with 3 out of 4 ways correctly. Model, product, exponent, value.**  **Day Two:**  **Pg. 62 students are graded and complete the task 80% proficiency.** | | **Pg. 595 lesson 1-4 Glencoe** | |
| **Extending/Refining** | **Pg. 17 Life Science Link** | | |